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ABSTRACT

A task force of opticians and educators in British Columbia was assembled to determine the knowledge and skills required of dispensing opticians and contact lens specialists. The ideas generated by the task force were analyzed and distilled into the standardized tasks listed in this document, using Krathwohl's taxonomy. The document contains 36 tasks for dispensing opticians and 26 tasks for contact lens dispensing. Tasks are rated in order of importance. Each task is described in a chart according to the area of knowledge, main objective, enabling objectives, independence scale (for student performance), and importance. (A place in each chart is left for the formulation of evaluation criteria to determine student rating.) (KC)

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TASK ANALYSIS IN OPTICAL & CONTACT LENS DISPENSING

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A Special Project
Funded by the Ministry of Education
Post-Secondary Department

DISPENSING OPTICIANS

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March 1985

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TABLE OF CONTENTS

		Page
I	ACKNOWLEDGEMENTS	i
II	INTRODUCTION	ii
	Krathwohl's Taxonomy	iii
	Independence Scale	iii
	Scale of Importance	iv
	Participants	v
III	JOB PROFILE CHART:	vi
	Dispensing Opticians	vi
	Contact Lens Dispensing	vii
IV	OBJECTIVES	1

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In addition, we would like to acknowledge the commitment of the Task Analysis Content Specialists pulled together with the assistance of Mr. Robin Hunkin, President of the Dispensing Opticians Association of British Columbia and Dr. Frank Buffin, President of the British Columbia Ophthalmologists Society.

The Task Analysis Group met over a three day period firstly to determine the breadth and then the depth of knowledge necessary to enter the field of Optical Dispensing. Secondly the participants rated each enabling objective for degree of independence necessary and for its scale of independence. The results are presented here in their entirety.

INTRODUCTION

The intent of the project was to formulate for training and educational purposes a competency-based analysis of preparation for a career in optical dispensing.

This analysis serves the following purposes:

Provide specific information for colleges to use in developing curriculum in Optical Dispensing programs.

Appropriately emphasize the depth and scope of the initial training required to enter the occupation.

Develop instruments that will assist supervisors and employees to pinpoint learning needs and develop individualized training plans.

Provide a basis to identify retraining needs for individuals to allow job mobility within the field.

Provide the basis for development of a diagnostic test as a challenge mechanism to facilitate upgrading.

Provide information necessary for career pathing.

Provide a basis for the development of screening tests to qualify candidates for competitions.

Provide basic information for the development of data gathering instruments necessary in building skills inventories for manpower planning purposes.

Task Analysis, a form of group process, was used as the basis for the analysis. In this process, participants, who are people currently working in the occupation and those working in closely related roles meet with a coordinator who assists them to identify the skills, knowledge and attitudes. Together they develop a job profile chart. The chart is then translated into objectives by a writer who attends the Task Analysis Session. Because it involves people who are active in the occupation, Task Analysis ensures that training and education

incorporate the evolution which occurs in the occupation. This process also ensures that the real world of the occupation will be the basis for programming in education and training. The objectives contained in this book are written in behavioural terms. They specify exactly what the employees must do to achieve or perform the skill.

KRATHWOHL'S TAXONOMY

To translate the job profile chart into behavioural objectives through the use of specific verbs and thus to indicate depth of knowledge, Krathwohl's Taxonomy was selected. It allows both cognitive and physical activities to be inter-mingled in a hierarchy of taxonomical levels. These levels, and examples of verbs used to write objectives describing skills that occur at each level, are as follows:

1. knowledge (e.g. aware of, recognize, identify);
2. comprehension (e.g. explain, describe);
3. application (e.g. construct, draw, navigate);
4. analysis (e.g. discuss, classify);
5. synthesis (e.g. prepare, plan, relate);
6. evaluation (e.g. assess, judge, appraise).

INDEPENDENCE SCALE

The participants at the Task Analysis used a scale to indicate the degree of supervision an employee might require to accomplish the skills which were determined to occur at the application level of Krathwohl's Taxonomy.

The purpose of the scale is to identify the degree of supervision that an individual could expect when doing the task. The scale of independence is also a reflection of the degree of training required to accomplish the task.

Level 1	graduate is able to supervise or instruct others
Level 2	graduate performs task totally independently
Level 3	periodic supervision required
Level 4	constant supervision required in carrying out the task to assure quality

SCALE OF IMPORTANCE

All of the objectives specified within this book have been examined in relationship to the total range of job activities. Each objective was then assigned a weight ranging from low to critical in importance. This range is defined for the purpose of this book as follows:

1	low importance - (nice to know once)
2	low - but of more importance
3	required area of knowledge
4	essential knowledge
5	critical knowledge and skills (cannot competently perform job without 4 & 5)

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DISPENSING OPTICIANS

A.	Science of Optics	1.	History of Optics	2.	Geometric Optics	3.	Ocular Optics	4. Lens Optics
B.	Ocular Structure & Function	1.	Structure	2.	Function	3.	Conditions	4. Abnormalities
C.	Technical Knowledge	1.	Instrumentation	2.	Lens Fabrication	3.	Lens Type	4. Product Knowledge
D.	Laboratory Skills	1.	Lens Verification	2.	Layout and Edging	3.	Mounting & Alignment	4. Frames Adjustment
E.	Lens & Frame Application	1.	Function	2.	Materials	3.	Cosmetic	4. Occupation
		5.	Recreation					
F.	Occupational Knowledge	1.	Ethics	2.	Legislation	3.	Board	4. Occupational Development
		5.	Health Care Delivery					
G.	Communication Skills	1.	Technical Terminology	2.	Clinical Dispensing	3.	Written	4. Oral
H.	Business Skills	1.	Record Keeping	2.	Inventory	3.	Bookkeeping	4. Market Analysis
		5.	Computer Application	6.	Public Relations			

DISPENSING OPTICIAN

CONTACT LENS DISPENSING

A.	Science	1.	Solution Hygiene	2.	Tears	3.	Eye Lids	4.	Cornea/ Conjuntiva
		5.	Abnormalities	6.	Lens Optics				
B.	Communication Skills	1.	Dispensing	2.	Relationships in the field	3.	Customer Emergencies		
C.	Client Management	1.	Lens Selection	2.	Physical Fit	3.	Client Training	4.	Follow-up
		5.	Record Keeping						
D.	Lens Application	1.	Lens Types	2.	Therapeutic/ Speciality Fittings				
E.	Laboratory Skills	1.	Lens Verification	2.	Hygiene	3.	Lens Modification		
F.	Technical Knowledge	1.	Instrumentation	2.	Lens Fabrication	3.	Lens type and Variation	4.	Solutions
G.	Occupational Knowledge	1.	History	2.	Roles/ Responsibilities	3.	Technological Developments		

DISPENSING OPTICIAN

Basic

SPECIFIC AREA: A. SCIENCE OF OPTICS **MAIN OBJECTIVE:** 1. The student will demonstrate an awareness of the history of optics in relationship to current dispensing practices.			**ESTIMATED TRAINING HOURS**
ENABLING OBJECTIVES	**INDEPENDENCE SCALE**	**SCALE OF IMPORTANCE**	**CRITERIA**
a) Describe the historical development of glass, noting such factors as: i. Composition of glass ii. coloring iii. early manufacturing	3	2	
b) Describe the historical development of spectacles from earliest times until the present, noting various stages and manufacturing techniques.	3	2	
c) Trace the history and origins of opticianry from earliest times and current dispensing practices.	3	2	

SPECIFIC AREA: A. SCIENCE OF OPTICS MAIN OBJECTIVE: 2. The student will demonstrate a comprehension of the field of geometric optics.			ESTIMATED TRAINING HOURS
ENABLING OBJECTIVES	**INDEPENDENCE SCALE**	**SCALE OF IMPORTANCE**	**CRITERIA**
a) Explain the basic laws of geometric optics, i.e. i. reflection ii. refraction iii. Snell's Law, etc.	3	4	
b) Use laws and their respective formulae to solve relevant problems involving: - focal lengths - magnification - displacement, etc.	3	4	
c) Describe the breakdown and physical properties of light noting: i. spectrum ii. wave length iii. visable and non-visable.	3	4	

15

16

SPECIFIC AREA: A. SCIENCE OF OPTICS MAIN OBJECTIVE: 2. Cont'd			ESTIMATED TRAINING HOURS
ENABLING OBJECTIVES	**INDEPENDENCE SCALE**	**SCALE OF IMPORTANCE**	**CRITERIA**
d) Describe the relationship between the theoretical knowledge and practical applications in dispensing.	3	4	
e) Use mathematics to perform various necessary calculations required in dispensing, i.e. i. calculate power at a given median ii. calculate change of vertex	3	4	

SPECIFIC AREA: A. SCIENCE OF OPTICS MAIN OBJECTIVE: 3. The student will demonstrate an understanding of ocular optics.			ESTIMATED TRAINING HOURS
ENABLING OBJECTIVES	**INDEPENDENCE SCALE**	**SCALE OF IMPORTANCE**	**CRITERIA**
a) Identify ocular components of the eye (given a schematic) noting: i. power of the cornea ii. power of the lens iii. far point iv. near point	3	4	
b) Identify and describe various refractive errors of the eye and how these errors are rectified. i.e. hyperopia myopia aphakia, etc.	3	4	

SPECIFIC AREA: A. SCIENCE OF OPTICS

MAIN OBJECTIVE: 4. The student will demonstrate an understanding of lens optics.

ESTIMATED TRAINING HOURS

ENABLING OBJECTIVES	INDEPENDENCE SCALE	SCALE OF IMPORTANCE	CRITERIA
a) Describe the theory of the use of lens, noting factors such as: - lens power - spherical lens - cylinder lens - prismatic effects	3	4	
b) Describe the application of geometric optics to neutralize error in the eye.	3	3	
c) Identify various lens materials and discuss their refractive power, utility and limitations.	3	4	
d) Describe the optical properties and development of contact lens.	3	3	
e) Discuss the use of multifocal lens to meeting the requirements of various refractive conditions.	3	3	

SPECIFIC AREA: B. OCULAR STRUCTURE & FUNCTION

ESTIMATED TRAINING HOURS

MAIN OBJECTIVE: 1. The student will demonstrate a basic knowledge of the eye, visual pathway and supporting structures.

ENABLING OBJECTIVES	INDEPENDENCE SCALE	SCALE OF IMPORTANCE	CRITERIA
a) Identify all the various parts of the eye.	3	4	
b) Describe the anatomy of the skull and the eye orbit.	3	3	
c) Provide an accurate explanation of binocular vision of the visual pathway.	3	3	
d) Identify the musculature of the muscles which support and control the eye.	3	3	

SPECIFIC AREA: B. OCULAR STRUCTURE & FUNCTION

MAIN OBJECTIVE: 2. The student will demonstrate an understanding of the functioning of ocular components and visual pathways.

ESTIMATED TRAINING HOURS

ENABLING OBJECTIVES	INDEPENDENCE SCALE	SCALE OF IMPORTANCE	CRITERIA
a) Describe the function of various ocular components, i.e. i. cornea ii. lens iii. retina iv. iris v. tears vi. eye lids vii. vitreous viii. optic nerve, etc.	3	4	
b) Describe the functioning of the musculature of the eye.	3	3	
c) Identify the components related to color (rods & cones) and explain how the eye perceives color.	3	3	

SPECIFIC AREA: B. OCULAR STRUCTURE & FUNCTION

MAIN OBJECTIVE: 3. The student will demonstrate an awareness of common eye conditions.

ESTIMATED TRAINING HOURS

ENABLING OBJECTIVES	INDEPENDENCE SCALE	SCALE OF IMPORTANCE	CRITERIA
a) Identify and describe various common eye conditions and their cause: i.e. - myopia - hyperopia, etc.	3	4	
b) Discuss concept of normality and abnormality of the eye (given factors such as age, history, etc.) noting criteria such as: - color - pain - change in vision	3	3	

SPECIFIC AREA: B. OCULAR STRUCTURE & FUNCTION	ESTIMATED TRAINING HOURS
MAIN OBJECTIVE: 4. The student will demonstrate an awareness of various commonly encountered eye abnormalities.	

ENABLING OBJECTIVES	INDEPENDENCE SCALE	SCALE OF IMPORTANCE	CRITERIA
a) Be aware of various frequently encountered eye abnormalities i.e. i. aphakia ii. cataracts iii. photophobia, etc.	3	3	
b) Describe the basic causes of these abnormalities	3	3	
c) Identify optical needs of persons with the above and describe products which are used in these cases.	2	4	

SPECIFIC AREA: C. TECHNICAL KNOWLEDGE

MAIN OBJECTIVE: 1. The student will demonstrate safe and competent use of various optical instruments.

ESTIMATED TRAINING HOURS

ENABLING OBJECTIVES	INDEPENDENCE SCALE	SCALE OF IMPORTANCE	CRITERIA
a) Select an appropriate instrument for a given application and describe instruments function.	3	4	
b) Demonstrate competent and accurate use of a range of instruments, i.e. i. lensometer (electronic & mechanical) ii. pupilometer iii. thickness gauge iv. lens gauge v. vertometer vi. distometer, etc.	3	4	
c) Be able to adjust, calibrate, and maintain any of a range of instruments.	2	4	

SPECIFIC AREA: C. TECHNICAL KNOWLEDGE MAIN OBJECTIVE: 2. The student will demonstrate an awareness of the process of lens fabrication.			ESTIMATED TRAINING HOURS
ENABLING OBJECTIVES	**INDEPENDENCE SCALE**	**SCALE OF IMPORTANCE**	**CRITERIA**
a) Describe various stages in lens fabrications	3	3	
b) Describe the process involved in completing each of the above stages.	3	3	
c) Discuss the utility and materials which are used.	3	3	
d) Describe the calculations involved in selection of lens curve and thickness.	2	3	
e) Describe various techniques involved in lens fabrication, i.e. one piece lens, fused lenses, laminated lenses.	2	3	

SPECIFIC AREA: C. TECHNICAL KNOWLEDGE MAIN OBJECTIVE: 3. The student will demonstrate a thorough understanding of various lens types.			ESTIMATED TRAINING HOURS
ENABLING OBJECTIVES	**INDEPENDENCE SCALE**	**SCALE OF IMPORTANCE**	**CRITERIA**
a) Identify various lens types and describe the application as specified by the prescription.	3	4	
b) Differentiate lens types by: - single vision - bifocal - multifocal	3	4	
c) Classify various lens and describe characteristics of these groupings: i. material (glass, plastic) ii. specialty groups (photo-chromatic, polorized lenses).	3	4	

SPECIFIC AREA: C. TECHNICAL KNOWLEDGE MAIN OBJECTIVE: 4. The student will demonstrate an awareness of current product knowledge.			ESTIMATED TRAINING HOURS
ENABLING OBJECTIVES	**INDEPENDENCE SCALE**	**SCALE OF IMPORTANCE**	**CRITERIA**
a) Identify various product components in frames and lenses.	3	4	
b) Describe various conditions which can be created in lenses due to the manufacturing process and selection of material.	3	4	
c) Describe various limitations and advantages inherent in the manufacturing process of various lens types, i.e. executive bifocals, etc.	3	4	
d) Discuss the importance of quality control and monitoring in the manufacturing process.	3	4	

SPECIFIC AREA: D. LABORATORY SKILLS

MAIN OBJECTIVE: 1. The student will demonstrate the ability to perform lens verification.

ESTIMATED TRAINING HOURS

ENABLING OBJECTIVES	INDEPENDENCE SCALE	SCALE OF IMPORTANCE	CRITERIA
a) Select and use appropriate instruments to verify the lens, e.g. lensometer, lensgauge caliper, etc.	3	4	
b) Verify the optical properties of the lens, i.e. plastic, glass.	3	4	
c) Recognize common defects which may be present in the lens, e.g. aberrations, scratches, etc.	3	4	
d) Determine lens style, size, thickness.	3	4	
e) Chose appropriate lens for a given application from an inventory.	3	4	

SPECIFIC AREA: D. LABORATORY SKILLS

MAIN OBJECTIVE: 2. The student will demonstrate basic procedures for lens layout and edging.

ESTIMATED TRAINING HOURS

ENABLING OBJECTIVES	INDEPENDENCE SCALE	SCALE OF IMPORTANCE	CRITERIA
a) Mark up various lenses according to the prescription and frame requirements.	3	4	
b) Demonstrate an ability to hand edge a lens.	2	4	
c) Change lens from one frame to another when required.	2	4	

SPECIFIC AREA: D. LABORATORY SKILLS MAIN OBJECTIVE: 3. The student will demonstrate an ability to mount and align lenses.			ESTIMATED TRAINING HOURS
ENABLING OBJECTIVES	**INDEPENDENCE SCALE**	**SCALE OF IMPORTANCE**	**CRITERIA**
a) Select and use the appropriate equipment required to perform the task.	2	4	
b) Perform the tasks of mounting and aligning in all different types of mountings.	2	4	
c) Align frame and lenses noting areas for conformity such as dish, pantoscopic tilt of the temple.	3	4	

SPECIFIC AREA: D. LABORATORY SKILLS

MAIN OBJECTIVE: 4. The student will demonstrate the ability to repair frames.

ESTIMATED TRAINING HOURS

ENABLING OBJECTIVES	INDEPENDENCE SCALE	SCALE OF IMPORTANCE	CRITERIA
a) Assess repair requirements to determine feasibility and durability of repair.	3	4	
b) Make recommendation to client.	2	4	
c) Use product knowledge in judging repair requirements and procedures.	3	4	
d) Perform such common repair procedures as: i. replace temple ii. repair hinges iii. lengthen/shorten temples. iv. buff lenses	3	4	
e) Adjust frames when repair is complete.	3	5	

SPECIFIC AREA: D. LABORATORY SKILLS

MAIN OBJECTIVE: 5. The student will demonstrate an ability to adjust frames.

ESTIMATED TRAINING HOURS

ENABLING OBJECTIVES	INDEPENDENCE SCALE	SCALE OF IMPORTANCE	CRITERIA
a) Note and use for guidance press points in the mastoid area.	3	4	
b) Adjust nose pads to meet fit requirements.	3	4	
c) Perform bridge expansion and contraction to custom fit with regular frames and when required, change shape and character of the bridge.	3	4	
d) Note important ethnic characteristics and features that may affect adjustment and fitting.	2	4	
e) Recognize clinical fittings for special applications that require frame adjustment.	2	4	
f) Maintain a current knowledge of speciality fitters that the client may be referred to.	3	4	

SPECIFIC AREA: D. LABORATORY SKILLS MAIN OBJECTIVE: 6. The student will demonstrate the ability to replace a single lens.			ESTIMATED TRAINING HOURS
ENABLING OBJECTIVES	**INDEPENDENCE SCALE**	**SCALE OF IMPORTANCE**	**CRITERIA**
a) Identify the type of lens, noting: i. style ii. material iii. color iv. coating, etc.	2	4	
b) Select and prepare a lens to match, taking into consideration the above items as well as: i. optical properties ii. thickness iii. base curve, etc.	2	4	

SPECIFIC AREA: D. LABORATORY SKILLS

MAIN OBJECTIVE: 7. The student will demonstrate the ability to tint plastic lenses.

ESTIMATED TRAINING HOURS

ENABLING OBJECTIVES	INDEPENDENCE SCALE	SCALE OF IMPORTANCE	CRITERIA
a) Match frame given sample & assist client to chose an appropriate tint.*	3	4	
b) Use an understanding of color to arrive at required shade and hue of tint.	3	4	
c) Clean and inspect lens and prepare for tinting	3	4	
d) Identify situations where tints are/are not recommended, e.g. - special eye conditions - working circumstances.*	3	4	
e) Describe the tinting process and factors such as: i. uniform tints ii. combination tints iii. blending of colors.	3	4	
f) Describe different types of coatings and tints for glass and plastic lenses.	3	4	
g) Discuss the use of different coatings and their function.	3	4	

*unless otherwise specified by prescription

SPECIFIC AREA: D. LABORATORY SKILLS MAIN OBJECTIVE: 8. The student will demonstrate safe laboratory practices.			ESTIMATED TRAINING HOURS
ENABLING OBJECTIVES	**INDEPENDENCE SCALE**	**SCALE OF IMPORTANCE**	**CRITERIA**
a) Identify situations where lab safety is ar important consideration, i.e. - heat - chemicals - machines	2	4	
b) Demonstrate safe use of equipment and maintain a safe environment.	3	4	

SPECIFIC AREA: E. LENS AND FRAME APPLICATION

MAIN OBJECTIVE: 1. The student will demonstrate thorough understanding of the lens and frame function.

ESTIMATED TRAINING HOURS

ENABLING OBJECTIVES	INDEPENDENCE SCALE	SCALE OF IMPORTANCE	CRITERIA
a) Interpret the given prescription in relation to the intended use of the lens and frames and the patient's individual needs i.e. occupation, life style etc.	3	4	
b) Note physical characteristics of the client which may effect dispensing i.e. height, posture, etc.	2	4	
c) Communicate to the patient the reasons for recommending specific choices.	3	4	

SPECIFIC AREA: E. LENS AND FRAME APPLICATION MAIN OBJECTIVE: 2. The student will demonstrate an understanding of various frame materials.			ESTIMATED TRAINING HOURS
ENABLING OBJECTIVES	**INDEPENDENCE SCALE**	**SCALE OF IMPORTANCE**	**CRITERIA**
a) Describe various commonly used frame materials noting: the characteristics of the material, -advantages and disadvantages.	3	4	
b) Discuss appropriate choice of frame material taking into consideration factors of: - client characteristics - lens type - prescription - client life style	2	4	

SPECIFIC AREA: E. LENS AND FRAME APPLICATION

MAIN OBJECTIVE: 3. The Student will demonstrate an understanding of the influence of fashion in optical dispensing.

ESTIMATED TRAINING HOURS

ENABLING OBJECTIVES	INDEPENDENCE SCALE	SCALE OF IMPORTANCE	CRITERIA
a) Describe the effect of fashion trends on such factors as: i. lens shape ii. frame materials iii. frame construction iv. color selection etc.	3	4	
b) Describe the impact of fashion as it may effect the function of glasses.	3	4	
c) Discuss the importance of suppliers as identifiers of trends in fashion.	2	4	
d) Act as a consultant to the patient in their fashion choice. i.e. through comments photos etc.	2	4	

SPECIFIC AREA: E. LENS AND FRAME APPLICATION MAIN OBJECTIVE: 4. The student will demonstrate an understanding of occupational factors on dispensing.			ESTIMATED TRAINING HOURS
ENABLING OBJECTIVES	**INDEPENDENCE SCALE**	**SCALE OF IMPORTANCE**	**CRITERIA**
a) Identify various occupational factors which will influence dispensing i.e.: i. safety factors ii. work environment characteristics (dust, cold, video display terminals etc.)	2	4	
b) Describe the effect of these factors on dispensing.	3	4	
c) Discuss with the patient the safety and possible legal considerations involved in lens and frame choice.	2	4	
d) Discuss the role and responsibility of the dispensing opticians in this area.	3	4	

SPECIFIC AREA: E. LENS AND FRAME APPLICATION

MAIN OBJECTIVE: 5. The student will demonstrate an understanding of the recreational factors on dispensing.

ESTIMATED TRAINING HOURS

ENABLING OBJECTIVES	INDEPENDENCE SCALE	SCALE OF IMPORTANCE	CRITERIA
a) Identify various recreational factors and describe the effects of these on dispensing i.e. various lens which may be adapted for: swimming, skiing etc.	2	4	
b) Discuss with the patient the safety factors, limitations, and utility of their choice.	3	4	
c) Describe the importance of considering the cost benefits of various dispensing situations which may be encountered.	2	4	

SPECIFIC AREA: F. OCCUPATIONAL KNOWLEDGE

MAIN OBJECTIVE: 1. The student will demonstrate an awareness of the act and regulations which govern practice.*
(*act to be legislated in the future)

ESTIMATED TRAINING HOURS

ENABLING OBJECTIVES	INDEPENDENCE SCALE	SCALE OF IMPORTANCE	CRITERIA
a) Read and interpret the act which governs the practice of optical dispensing.	3	4	
b) Identify other relevant legislation which govern the practice of other relevant professionals.	3	4	
c) Describe the legal implications of violating the act.	3	4	

SPECIFIC AREA: F. OCCUPATIONAL KNOWLEDGE

MAIN OBJECTIVE: 2. The student will demonstrate a knowledge of the licensing board.

ESTIMATED TRAINING HOURS

ENABLING OBJECTIVES	INDEPENDENCE SCALE	SCALE OF IMPORTANCE	CRITERIA
a) Describe the composition of the board	3	4	
b) Discuss the board's mandate and terms of reference.	3	4	
c) Identify the various functions of the board, i.e. - disciplinary measures - professional examinations etc.	3	4	

SPECIFIC AREA: F. OCCUPATIONAL KNOWLEDGE MAIN OBJECTIVE: 3. The student will demonstrate an awareness of ethical practice.			ESTIMATED TRAINING HOURS
ENABLING OBJECTIVES	**INDEPENDENCE SCALE**	**SCALE OF IMPORTANCE**	**CRITERIA**
a) Identify sections of the act and/or professional association documents which relate to ethical practice.	3	3	
b) Discuss issues which are involved in a professional code of ethics. i.e. - confidentiality - quality of service etc.	3	3	

SPECIFIC AREA: F. OCCUPATIONAL KNOWLEDGE

MAIN OBJECTIVE: 4. The student will understand the importance of undertaking occupational development to maintain their skills and knowledge.

ESTIMATED TRAINING HOURS

ENABLING OBJECTIVES	INDEPENDENCE SCALE	SCALE OF IMPORTANCE	CRITERIA
a) Read and research new information related to technical developments in the field.	3	4	
b) Research new product information.	3	4	
c) Identify various sources of continuing professional education and updating knowledge, i.e. - workshops - conventions - manufacturers' product promotion material	3	4	
d) Meet requirements for continuing education as specified in the regulations.	3	4	

SPECIFIC AREA: F. OCCUPATIONAL KNOWLEDGE

MAIN OBJECTIVE: 5. The student will demonstrate an understanding of the roles and responsibilities of others involved in health care delivery.

ESTIMATED TRAINING HOURS

ENABLING OBJECTIVES	INDEPENDENCE SCALE	SCALE OF IMPORTANCE	CRITERIA
a) Describe the roles and responsibilities of providers of optical health care: i.e. - opthamologist - optometrist - dispenser	3	4	
b) Discuss the dispenser's role in relation to the other health care personnel.	3	4	

SPECIFIC AREA: G. COMMUNICATION SKILLS

MAIN OBJECTIVE: 1. The student will demonstrate an ability to understand and use technical terminology common to the field.

ESTIMATED TRAINING HOURS

ENABLING OBJECTIVES	INDEPENDENCE SCALE	SCALE OF IMPORTANCE	CRITERIA
a) Identify various commonly used terms and abbreviations used to communicate within the field.	3	4	
b) Interpret and appropriately use a given list of terms and/or abbreviations in oral and written communications.	3	4	

SPECIFIC AREA: G. COMMUNICATION SKILLS MAIN OBJECTIVE: 2. The student will demonstrate an ability to communicate effectively with the client, relevant aspects in spectacle dispensing.			ESTIMATED TRAINING HOURS
ENABLING OBJECTIVES	**INDEPENDENCE SCALE**	**SCALE OF IMPORTANCE**	**CRITERIA**
a) Describe to the patient all relevant information required for them to correctly use and care for the prescribed lens and frames noting: - choice of materials - adjustment time - care of appliance - adjustment time in relation to vision change etc.	3	4	
b) Check understanding and perception of clients once instructions have been given.	3	4	
c) Deal effectively with dissatisfied clients by: - repeating options - demonstrating effective listening skills - providing written explanation of use and limitations for future reference. - recognizing and dealing with potential problem situations. - referring & communicating with doctor.	2 2	4 4	

SPECIFIC AREA: G. COMMUNICATION SKILLS MAIN OBJECTIVE: 2. Cont'd			ESTIMATED TRAINING HOURS
ENABLING OBJECTIVES	**INDEPENDENCE SCALE**	**SCALE OF IMPORTANCE**	**CRITERIA**
d) Discuss the importance of personal hygiene in the working environment.	2	4	

SPECIFIC AREA: G. COMMUNICATION SKILLS MAIN OBJECTIVE: 3. The student will demonstrate effective written communication skills.			ESTIMATED TRAINING HOURS
ENABLING OBJECTIVES	**INDEPENDENCE SCALE**	**SCALE OF IMPORTANCE**	**CRITERIA**
a) Identify the recipient of the communication.	3	4	
b) Use proper form and terminology when preparing written communications.	2	4	
c) Translate the prescription and interpret to the patient using illustrations and diagrams when required to facilitate understanding.	2	4	

SPECIFIC AREA: G. COMMUNICATION SKILLS

MAIN OBJECTIVE: 4. The student will demonstrate effective oral communication skills.

ESTIMATED TRAINING HOURS

ENABLING OBJECTIVES	INDEPENDENCE SCALE	SCALE OF IMPORTANCE	CRITERIA
a) Choose language and terminology appropriate to the recipient and the situation.	3	4	
b) Speak in a clear and concise fashion.	3	4	
c) Emphasis important points in the communications.	3	4	
d) Check for comprehension to assure the message has been clearly understood.	3	4	
e) Demonstrate effective listening skills.	3	4	

SPECIFIC AREA: H. BUSINESS SKILLS

MAIN OBJECTIVE: 1. The student will demonstrate a knowledge of setting up a client record keeping system.

ESTIMATED TRAINING HOURS

ENABLING OBJECTIVES	INDEPENDENCE SCALE	SCALE OF IMPORTANCE	CRITERIA
a) Describe a system which is set up to maintain client records.	2	3	
b) Identify various commonly used systems i.e. - files - index cards - computer files	2	3	
c) Identify critical information to be stored on the client e.g. - age - history - occupation etc.	3	3	
d) Discuss the importance of maintaining records e.g. - legal implications etc.	2	3	

SPECIFIC AREA: H. BUSINESS SKILLS MAIN OBJECTIVE: 2. The student will demonstrate an awareness of inventory control procedures.			ESTIMATED TRAINING HOURS
ENABLING OBJECTIVES	**INDEPENDENCE SCALE**	**SCALE OF IMPORTANCE**	**CRITERIA**
a) Identify factors involved in inventory control. i.e. - adequacy of stock - rate of turnover etc.	3	3	
b) Discuss the importance of attractive presentation of stock.	3	3	
c) Apply a knowledge of product composition to note such factors as expiry date for solutions.	3	3	
d) Discuss the importance of maintaining a range of items and tracking changes in style, color etc.	2	3	

SPECIFIC AREA: H. BUSINESS SKILLS MAIN OBJECTIVE: 3. The student will demonstrate an awareness of basic bookkeeping procedures.			ESTIMATED TRAINING HOURS
ENABLING OBJECTIVES	**INDEPENDENCE SCALE**	**SCALE OF IMPORTANCE**	**CRITERIA**
a) Identify common items in basic dispensing bookkeeping: i.e. - cash flow - expense summary - statement reconciliations etc.	2	3	
b) Identify common bookkeeping formats and forms.	2	3	

SPECIFIC AREA: H. BUSINESS SKILLS MAIN OBJECTIVE: 4. The student will demonstrate an awareness of market analysis as it relates to dispensing.			ESTIMATED TRAINING HOURS
ENABLING OBJECTIVES	**INDEPENDENCE SCALE**	**SCALE OF IMPORTANCE**	**CRITERIA**
a) Discuss the importance of the impact of trends and designs on dispensing.	2	3	
b) Discuss the importance of knowing the client population in terms of their optical needs and wants.	3	3	

SPECIFIC AREA: H. BUSINESS SKILLS MAIN OBJECTIVE: 5. The student will demonstrate an awareness of the impact of computer applications in the field.			ESTIMATED TRAINING HOURS
ENABLING OBJECTIVES	**INDEPENDENCE SCALE**	**SCALE OF IMPORTANCE**	**CRITERIA**
a) Identify various areas where computers are currently being used. e.g. - client recall systems - inventory control and bookkeeping.	2	2	

SPECIFIC AREA: H. BUSINESS SKILLS MAIN OBJECTIVE: 6. The student will demonstrate an understanding of the importance of public relations.			ESTIMATED TRAINING HOURS
ENABLING OBJECTIVES	**INDEPENDENCE SCALE**	**SCALE OF IMPORTANCE**	**CRITERIA**
a) Identify areas in the practice where public relations are important. e.g. - telephones - personal contact	2	3	
b) Identify factors which promote positive public relations. e.g. - dress codes - friendly manner - attractive environment.	2	3	

SPECIFIC AREA: A. SCIENCE MAIN OBJECTIVE: 1. The student will have a basic understanding of biochemistry and bacteriology as these sciences relate to solution hygiene.			ESTIMATED TRAINING HOURS
ENABLING OBJECTIVES	**INDEPENDENCE SCALE**	**SCALE OF IMPORTANCE**	**CRITERIA**
a) Describe the growth of micro-organisms.	3	2	
b) Identify situations in practice where the principles of micro-biology apply to dispensing practices. i.e. - ocular danger from contamination by bacteria.	2	3	
c) Describe the biochemical properties of commonly encountered chemicals used with contact lens and discuss the effects and side effects on the eye.	3	4	

SPECIFIC AREA: A. SCIENCE

MAIN OBJECTIVE: 2. The student will demonstrate an understanding of the structure and function of the tear duct and tear formation.

ESTIMATED TRAINING HOURS

ENABLING OBJECTIVES	INDEPENDENCE SCALE	SCALE OF IMPORTANCE	CRITERIA
a) Identify the structure and function of the tear duct.	2	3	
b) Describe tear formation and composition.	2	4	
c) Discuss the effect of tears on different chemicals and materials used in contact lens.	2	4	

Contact Lens Dispensing

SPECIFIC AREA: A. SCIENCE

MAIN OBJECTIVE: 3. The student will demonstrate an understanding of the structure and function of the eye lids.

ESTIMATED TRAINING HOURS

ENABLING OBJECTIVES	INDEPENDENCE SCALE	SCALE OF IMPORTANCE	CRITERIA
a) Identify the anatomical characteristics of the eye lids.	3	4	
b) Describe the function and movement of the lid.	3	4	
c) Identify the secretions associated with the lids.	3	4	

SPECIFIC AREA: A. SCIENCE

MAIN OBJECTIVE: 4. The student will demonstrate a knowledge of the structure and function of the cornea and conjunctiva.

ESTIMATED TRAINING HOURS

ENABLING OBJECTIVES	INDEPENDENCE SCALE	SCALE OF IMPORTANCE	CRITERIA
a) Identify the various structures and function of the cornea and conjunctiva.	3	4	
b) Will describe the oxygenization of the cornea.	3	4	

SPECIFIC AREA: A. SCIENCE

MAIN OBJECTIVE: 5. The student will demonstrate an understanding of various commonly encountered abnormalities of the eye and it's structures.

ESTIMATED TRAINING HOURS

ENABLING OBJECTIVES	INDEPENDENCE SCALE	SCALE OF IMPORTANCE	CRITERIA
a) Identify various commonly encountered abnormalities of the cornea and eye lid e.g. keratoconus aphakia etc.	2	3	
b) Discuss how these abnormalities effect the structures and functioning of the eye.	3	3	
c) Relate the above situations to their effect on contact lens dispensing.	2	4	

Contact Lens Dispensing

SPECIFIC AREA: A. SCIENCE

MAIN OBJECTIVE: 6. The student will demonstrate an understanding of Contact Lens Optics.

ESTIMATED TRAINING HOURS

ENABLING OBJECTIVES	INDEPENDENCE SCALE	SCALE OF IMPORTANCE	CRITERIA
a) Describe the optical principles of spherical lens.	3	4	
b) Describe the theory of lens optics as it relates to the use of contact lens.	3	4	
c) Discuss the Thin Lens Formula used to apply contact lens.	3	4	

SPECIFIC AREA: B. COMMUNICATIONS MAIN OBJECTIVE: 1. The student will demonstrate a knowledge of dispensing procedures.			ESTIMATED TRAINING HOURS
ENABLING OBJECTIVES	**INDEPENDENCE SCALE**	**SCALE OF IMPORTANCE**	**CRITERIA**
a) Explain the importance of re-affirming the lens chosen.	2	3	
b) Discuss the issues related to dispensing procedure.	2	3	
c) Identify steps involved in the procedures and discuss possible problems resulting from errors or omissions in these steps.	2	4	

SPECIFIC AREA: B. COMMUNICATIONS

MAIN OBJECTIVE: 2. The student will demonstrate an understanding of the relationship which exists between client, prescriber and dispenser.

ESTIMATED TRAINING HOURS

ENABLING OBJECTIVES	INDEPENDENCE SCALE	SCALE OF IMPORTANCE	CRITERIA
a) Define the roles of those involved in clinical dispensing: i.e. - patient - prescriber - dispenser	2	4	
b) Describe the responsibilities of each of the above.	3	4	
c) Discuss the need for on-going communication and follow-up between various parties.	3	4	
d) Identify situations where written communication and documentation is required.	3	4	

SPECIFIC AREA: B. COMMUNICATIONS

MAIN OBJECTIVE: 3. The student will demonstrate an ability to deal with common customer emergencies.

ESTIMATED TRAINING HOURS

ENABLING OBJECTIVES	INDEPENDENCE SCALE	SCALE OF IMPORTANCE	CRITERIA
a) Identify customer emergencies which may be encountered: e.g. - infections - foreign body in the eye.	2	4	
b) Determine the presenting problem and choose appropriate method of dealing with the problem. - noting such presenting features i.e. - pain - redness - change of vision	2	4	
c) Select the most appropriate acute care person when referral is indicated.	3	5	
d) Facilitate the referral process.	3	5	

SPECIFIC AREA: C. CLIENT MANAGEMENT

MAIN OBJECTIVE: 1. The student will demonstrate the ability to select the most appropriate contact lens.

ESTIMATED TRAINING HOURS

ENABLING OBJECTIVES	INDEPENDENCE SCALE	SCALE OF IMPORTANCE	CRITERIA
a) Select the lens to achieve an ideal lens-cornea relationship for hard, soft and extended wear lens.	2	4	
b) Determine corneal shape and appropriate lens concept.	2	4	
c) Choose the best lens within the prescription taking into consideration factors, i.e. - client needs and wants - client characteristics - prescription requirements	2	4	
d) Use trial lens kits for trial fittings.	3	4	
e) Utilize client feedback to determine best selection and fit.	3	4	

SPECIFIC AREA: C. CLIENT MANAGEMENT

MAIN OBJECTIVE: 2. The student will demonstrate the ability to physically fit contact lens.

ESTIMATED TRAINING HOURS

ENABLING OBJECTIVES	INDEPENDENCE SCALE	SCALE OF IMPORTANCE	CRITERIA
a) Check positioning and lag of the lens.	3	4	
b) Evaluate the fluorscein pattern with ultra violent light when required. (for fitting characteristics only)	3	4	
c) Inspect the fit with the biomicroscope where appropriate.	3	4	
d) Change the fit when required to make an improvement.	2	4	

SPECIFIC AREA: C. CLIENT MANAGEMENT

MAIN OBJECTIVE: 3. The student will demonstrate an ability to train the client in lens insertion and removal.

ESTIMATED TRAINING HOURS

ENABLING OBJECTIVES	INDEPENDENCE SCALE	SCALE OF IMPORTANCE	CRITERIA
a) Identify different acceptable methods for lens insertion and removal.	3	4	
b) Instruct the client in these practices.	3	4	
c) Evaluate the client's ability to correctly insert and remove lens, modifying their efforts as required.	3	4	
d) Instruct client in the care and maintenance of lenses.	3	4	

Contact Lens Dispensing

SPECIFIC AREA: C. CLIENT MANAGEMENT

MAIN OBJECTIVE: 4. The student will understand client follow-up requirement and procedures.

ESTIMATED TRAINING HOURS

ENABLING OBJECTIVES	INDEPENDENCE SCALE	SCALE OF IMPORTANCE	CRITERIA
a) Discuss the importance of patient follow-up.	3	4	
b) Identify essential steps in the follow-up process, i.e. - examination requirements - scheduling of appointments at required periods for re-evaluation. - noting of patient compliance and success. - communication with prescriber regarding patient practices.	2	4	

SPECIFIC AREA: C. CLIENT MANAGEMENT

MAIN OBJECTIVE: 5. The student will be aware of the importance of record keeping.

ESTIMATED TRAINING HOURS

ENABLING OBJECTIVES	INDEPENDENCE SCALE	SCALE OF IMPORTANCE	CRITERIA
a) Describe the importance of documenting: - initial observation - treatment and procedures - lens modifications - client instructions - client compliance	2	4	
b) Discuss the special importance of adequate documentation required in contact lens dispensing.	3	4	
c) Identify and complete forms which may be used in practice for documentation.	3	4	

SPECIFIC AREA: D. LENS APPLICATION

MAIN OBJECTIVE: 1. The student will demonstrate an awareness of the choice in lens types.

ESTIMATED TRAINING HOURS

ENABLING OBJECTIVES	INDEPENDENCE SCALE	SCALE OF IMPORTANCE	CRITERIA
a) Describe the lens choice with respect to essential factors i.e. - function - visual requirements - cosmetic considerations - occupational/recreational needs.	3	4	
b) Describe disadvantages and limitations of different lens types in each situation.	3	4	

Contact Lens Dispensing

SPECIFIC AREA: D. LENS APPLICATION

MAIN OBJECTIVE: 2. The student will demonstrate an awareness of therapeutic and speciality fittings.

ESTIMATED TRAINING HOURS

ENABLING OBJECTIVES	INDEPENDENCE SCALE	SCALE OF IMPORTANCE	CRITERIA
a) Identify various therapeutic and speciality fittings.	2	4	
b) Describe how these fittings relate to lens application e.g. - in cases of disease - special conditions	2	3	
c) Discuss the importance of meeting two or more criteria when selecting lens. e.g. - therapeutic or cosmetic criteria	2	4	

Contact Lens Dispensing

SPECIFIC AREA: E. LABORATORY SKILLS

MAIN OBJECTIVE: 1. The student will demonstrate the ability to perform verification of contact lens.

ESTIMATED TRAINING HOURS

ENABLING OBJECTIVES	INDEPENDENCE SCALE	SCALE OF IMPORTANCE	CRITERIA
a) Select and correctly use appropriate instruments to complete lens verification.	3	4	
b) Follow required verification procedure noting: - base curve - power - diameter - optical zone - second or peripheral curve - transitional zone blind - width of level - thickness - edge finish - color - quality of material - surface condition	3	4	

SPECIFIC AREA: E. LABORATORY SKILLS

MAIN OBJECTIVE: 2. The student will understand the importance of environmental and personal hygiene.

ESTIMATED TRAINING HOURS

ENABLING OBJECTIVES	INDEPENDENCE SCALE	SCALE OF IMPORTANCE	CRITERIA
a) Identify areas of possible hygiene problems e.g. - unclean hands - unsterilized instruments - unsterilized trial lens	3	4	
b) Discuss the complications which may arise from unsanitary and/or unsterilized conditions.	3	4	
c) Describe practices and procedures which are employed to assure a clean environment and safe practices.	3	4	

Contact Lens Dispensing

SPECIFIC AREA: E. LABORATORY SKILLS

MAIN OBJECTIVE: 3. The student will demonstrate the ability to carry out modification of lens.

ESTIMATED TRAINING HOURS

ENABLING OBJECTIVES	INDEPENDENCE SCALE	SCALE OF IMPORTANCE	CRITERIA
a) Select equipment required for lens modification procedures.	2	4	
b) Note various limitations which may be encountered in attempting modifications	2	4	
c) Follow the required procedure for lens modification.	2	3	

Contact Lens Dispensing

SPECIFIC AREA: F. TECHNICAL KNOWLEDGE

MAIN OBJECTIVE: 1. The student will demonstrate an ability to competently and safely use a variety of instruments.

ESTIMATED TRAINING HOURS

ENABLING OBJECTIVES	INDEPENDENCE SCALE	SCALE OF IMPORTANCE	CRITERIA
a) Select, correctly and safely various instruments to perform lens fit, verification and keratometric readings, i.e.: - radioscope - lensometer - bio-microscope/slitlamp - edge analyer or magnifier - slotted ruler - diameter gauge - thickness gauge etc.	2	4	

SPECIFIC AREA: F. TECHNICAL KNOWLEDGE

MAIN OBJECTIVE: 2. The student will demonstrate a knowledge of lens fabrication.

ESTIMATED TRAINING HOURS

ENABLING OBJECTIVES	INDEPENDENCE SCALE	SCALE OF IMPORTANCE	CRITERIA
a) Describe the manufacturing process from raw plastic to blank form.	3	3	
b) Describe the finishing of lenses from the blank.	3	3	
c) Identify the three forms of lens manufactured i.e.: - mold injection - spun casting - laythe cutting	3	3	

Contact Lens Dispensing

SPECIFIC AREA: F. TECHNICAL KNOWLEDGE

MAIN OBJECTIVE: 3. The student will demonstrate an understanding of lens type in terms of category and product variation.

ESTIMATED TRAINING HOURS

ENABLING OBJECTIVES	INDEPENDENCE SCALE	SCALE OF IMPORTANCE	CRITERIA
a) Identify the various categories of all contact lenses. e.g. - rigid - soft - silicone	3	4	
b) Describe the characteristic of each of the above.	2	4	
c) Describe some of the product variation found for each of the above categories.	3	4	

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Contact Lens Dispensing

SPECIFIC AREA: F. TECHNICAL KNOWLEDGE MAIN OBJECTIVE: 4. The student will demonstrate a comprehension of the various solutions used with contact lenses.			ESTIMATED TRAINING HOURS
ENABLING OBJECTIVES	INDEPENDENCE SCALE	SCALE OF IMPORTANCE	CRITERIA
a) Identify the various solutions used.	2	4	
b) Describe the solutions in terms of: - chemical composition - use and possible limitation - interaction effects of different solutions.	2	4	
c) Identify some of the major manufactures of solutions.	3	4	

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SPECIFIC AREA: G. OCCUPATIONAL KNOWLEDGE

MAIN OBJECTIVE: 1. The student will demonstrate an awareness of contact lens history and development.

ESTIMATED TRAINING HOURS

ENABLING OBJECTIVES	INDEPENDENCE SCALE	SCALE OF IMPORTANCE	CRITERIA
a) Describe history prior to the Twentieth century.	3	2	
b) Describe the discovery and development of modern saleral lenses.	3	2	
c) Describe the discovery and development of corneal lenses.	3	2	
d) Discuss the present state of contact lenses.	3	4	

SPECIFIC AREA: G. OCCUPATIONAL KNOWLEDGE MAIN OBJECTIVE: 2. The student will demonstrate an awareness of the roles and responsibility of Vision Care Deliveries.			ESTIMATED TRAINING HOURS
ENABLING OBJECTIVES	**INDEPENDENCE SCALE**	**SCALE OF IMPORTANCE**	**CRITERIA**
a) Identify the roles, legislative mandate and responsibility of - optometrist - ophthalmologist - dispenser as they relate to vision care	3	4	

SPECIFIC AREA: G. OCCUPATIONAL KNOWLEDGE MAIN OBJECTIVE: 3. The student will demonstrate an understanding of the importance of maintaining technical trade knowledge.			ESTIMATED TRAINING HOURS
ENABLING OBJECTIVES	**INDEPENDENCE SCALE**	**SCALE OF IMPORTANCE**	**CRITERIA**
a) Identify various sources for keeping abreast of new technological developments: - manufactures' publications - related professional journals - conferences and workshops	3	3	
b) Discuss the importance of maintaining up-to-date knowledge of technological developments.	3	4	